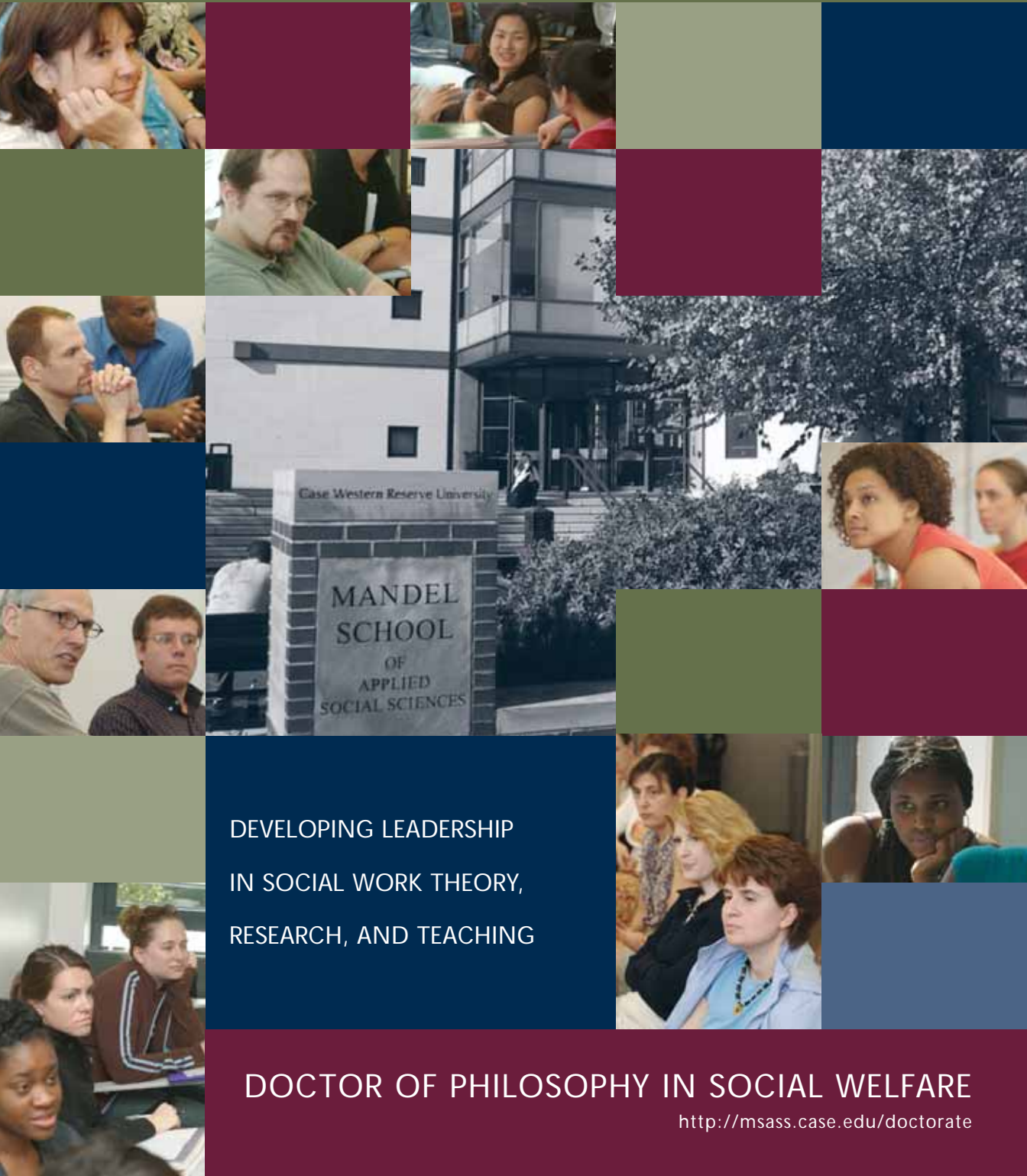




CASE

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES



DEVELOPING LEADERSHIP
IN SOCIAL WORK THEORY,
RESEARCH, AND TEACHING

DOCTOR OF PHILOSOPHY IN SOCIAL WELFARE

<http://msass.case.edu/doctorate>

Elizabeth M. Tracy, Ph.D.
Professor
Chair, Doctoral Program



DEAR PROSPECTIVE STUDENT,

I am delighted in your interest in doctoral education and pleased to send you information about our program.

The Doctoral Program at the Mandel School of Applied Social Sciences offers excellent preparation for careers in social welfare research, policy and teaching. Our program enjoys a diverse and talented faculty committed to doctoral education, a strong program of research in a variety of areas of concern to social workers and a curriculum that prepares social work leaders who demonstrate competency in social welfare theory, research and teaching. The typical student in our program will work closely with a faculty mentor throughout his or her doctoral training; will have hands-on experience in various phases of the research process; will have opportunities to learn and practice teaching skills; will develop presentations for national professional conferences and be actively involved in writing and publication. In addition to coursework, there are a variety of supports for career development and preparation for leadership in the profession: an assigned faculty advisor from the beginning of each student's study; regular workshops on professional writing and publication; practice and preparation for job interviews and colloquia presentations of dissertation research. We consider this individual investment in our doctoral students an investment in the future of the social work profession.

I encourage you to read this information about our program and explore the Mandel School and Doctoral Program website. Please call (216) 368-6294 or email me at elizabeth.tracy@case.edu or the Department Assistant at swphd@case.edu with questions or to talk about your interest in doctoral education.

Sincerely,



Elizabeth M. Tracy

Elizabeth M. Tracy, Ph.D.
Professor
Chair, Doctoral Program

THE DOCTORAL PROGRAM AT THE MANDEL SCHOOL

The purpose of the Doctoral Program at the Mandel School is to prepare scholars, teachers, and leaders to generate new knowledge on the policies and programs of social welfare and the practice of social work.

Our curriculum emphasizes the creative and evaluative skills necessary for independent inquiry, critical thinking, teaching, and research.

Students become knowledgeable and take leadership roles in:

- social and behavioral sciences;
- research design, research implementation, statistics, the philosophy of science;
- theory-building and theories of social welfare;
- methods for the application and transmission of knowledge in social welfare and human services to diverse audiences.

Students also develop expertise in an area of social welfare including applicable practice theory, policy analysis and program planning. Doctoral students are also encouraged to take courses in other departments or schools of the University. For example, students have recently enrolled in courses in sociology, anthropology, bioethics, and epidemiology and biostatistics.

Graduates of the Doctoral Program at the Mandel School have gone on to take positions as members of the faculty of Washington University, University of California at Berkeley, University of North Carolina at Chapel Hill, and the University of Wisconsin at Madison, among other institutions of higher learning, and as policy-makers and researchers for government and private institutions, and leaders in nonprofit organizations and business.



“The Mandel Ph.D. program offers a stimulating and supportive environment where faculty show their commitment to students’ success. I received a solid grounding in the fundamentals of quantitative and qualitative research. Mentors with diverse interests are available to students, and many opportunities to teach and participate in faculty research are available. The Ph.D. program has an interdisciplinary focus and encourages students to pursue their interests in the wider university setting, providing a wealth of resources for creative work. I especially appreciated the collegial atmosphere and warm, personal tone at MSASS.”

—BARBARA C. MOORE, Ph.D. MSASS 2006 ■ NOW POSTDOCTORAL FELLOW AT YALE UNIVERSITY SCHOOL OF MEDICINE

THE DOCTORAL PROGRAM AT THE MANDEL SCHOOL: PROGRAM STRUCTURE



In response to the different needs and interests of potential Ph.D. students, MSASS offers two formats for professionals electing to pursue a Ph.D. degree in social welfare: the Full-Time and the Part-Time format. Requirements in both formats include taking required coursework, passing a qualifying exam, 18 hours of dissertation credits, and completing a dissertation.

The **Part-Time** format accommodates social work professionals who must maintain their employment commitments but wish to pursue Ph.D. study, through the completion of a minimum of three courses per year. Part-Time students receive half tuition waivers for courses. The **Full-Time Program** permits students to complete required coursework and paid research fellowships over two academic years. It provides individualized fellowship training in social work research methods with a faculty member. Currently, full-time students are guaranteed two years of research fellowship funding and full tuition waivers from the Mandel School; faculty research grants typically fund subsequent years in the program.

Both formats are structured to maximize interaction among students, as well as between students and faculty.

Course content includes philosophy of science, theory building, theories of human behavior, advanced research design, social statistics, measurement issues and data analysis, qualitative research models and methods, social welfare policy, planning and service delivery, theory and evidence base of social work practice models and social work education. (Please refer to our Web site <http://msass.case.edu/doctorate> for current course offerings.)

ADMISSION CRITERIA

To be admitted to the Doctoral Program, candidates should have a master's degree from an accredited school of social work or a master's degree in a related field and demonstrate a superior record in undergraduate and graduate studies. Practical experience in social welfare is required. The Graduate Record Examination (GRE), taken within the past five years, is required for application to the Ph.D. Program. Competency in written and spoken English is required; students from non-English speaking countries must submit results of the Test of English as a Foreign Language (TOEFL).

APPLICATION MATERIALS

The School of Graduate Studies at Case Western Reserve University offers an online application process for students interested in the Ph.D. in Social Welfare Program.

"I am impressed by the encouragement faculty gives students to present at conferences and publish; presenting and publishing are vital to becoming competitive in the job market."

—FIRST YEAR
STUDENT

All resources for online applications can be found at:

<http://www.applyweb.com/apply/cwrug/menu.html>. It is strongly recommended that you review the Directions/Information page. There is a \$50 nonrefundable application fee.

In addition to the application form from Graduate Studies, the following materials are to be submitted separately to the Doctoral Program Office:

- official transcripts of all previous undergraduate and graduate courses taken for credit
- a copy of your most recent resumé or vitae
- three letters of recommendation, including at least one from a faculty member
- a written personal statement (3-5 pages) that describes and evaluates your professional development, including your career goals and how doctoral education is relevant to them and your area of research interest within the social work profession
- one example (not exceeding 25 pages) of a recent, single or co-authored work of scholarly writing that provides evidence of your capacity to think analytically and critically about a social welfare issue. The following are examples of appropriate submissions: published article, book chapter, or book; unpublished research report; term paper written in a graduate level course; grant application.

A phone or in-person interview with the chair of the program or a faculty member is suggested, when possible. Prospective students are encouraged to visit the program and meet with faculty; this can be arranged through the Department Assistant at swphd@case.edu.

The Mandel School of Applied Social Sciences was founded in 1915 and was the first professional graduate program in social work in the United States. It's the top-ranked school of social work in Ohio and ranked fifth among private social work schools in the nation. The Doctoral Program admitted its first students in 1952. Throughout its history the Mandel School has been at the forefront of social work innovation and leadership. The faculty includes nine professorships. Its graduates can be found in the highest reaches of academia, agency management, nonprofits, government and policy work, business, and other fields.



"I have had the opportunity to work with several professors on similar subject research projects and the exposure to different methodology and work styles has been beneficial in the development of my own research interests and goals. I have been able to observe the different stages of research in social welfare and feel more prepared to begin a career in research. The support and enthusiasm of the group I have been fortunate to work with has increased my confidence in pursuing my own research in the future."

—FIRST YEAR DOCTORAL STUDENT

DEVELOPING COMPETENCIES IN THEORY, RESEARCH AND TEACHING

SOCIAL WELFARE THEORY

Students in the Mandel School Doctoral Program acquire the skills needed to use theory and conceptual frameworks in social science research. Upon completion of the program, students will be able to use theory to develop research questions and hypotheses for empirical testing and will possess an understanding of the conceptual nature of theory and the ways theory can be applied to the development of knowledge in social welfare. Through coursework, research fellowships, and dissertation work, students apply a theoretical framework in research to a social welfare problem and are able to discuss implications of empirical research findings on theoretical relationships.

RESEARCH

Research involves the mastery of skills needed to design and conduct a systematic, empirical, objective, public, and critical investigation of a social welfare problem or issue. Doctoral students graduate with the capacity to frame a question about a social welfare issue or problem that can be evaluated or examined using social science research methods. Their dissertation research may be descriptive, designed to develop a theory, or intended to test a hypothesis. The typical doctoral student has a prospectus approved within 2 years of completing coursework and a dissertation defended within 5 years of completing coursework, although many complete all requirements sooner. Through the dissertation, students demonstrate the ability to conduct independent research and to make appropriate use of quantitative, qualitative, or mixed methods of analytical techniques. The majority of our doctoral students present research at professional conferences and author or co-author a publishable-quality article for a peer-reviewed journal during their time in the Doctoral Program. In the first two years of the full-time program, up to 15 hours each week are devoted to a paid individualized research fellowship matching student's interests with a faculty member's research projects. Specialized, funded research mentorships, available for both the

Full-Time and Part-Time formats, are also available for students who wish to work with an individual faculty member on a specific research topic.

Recent dissertation topics include caregivers of children with HIV/AIDS, well-being of family caregivers of adults with mental illness and a co-occurring substance-abuse disorder, security of attachments of infants in foster care, parenting styles and school social competence, welfare recidivism and the effect of patient socioeconomic status on physicians' treatment decisions.

TEACHING

Teaching involves a conceptual understanding of how people learn and the ability to translate this understanding into constructing and delivering learning opportunities to diverse audiences. Formal coursework on social work education and funded teaching mentorships allow doctoral students the opportunity to develop knowledge of the history and current context of social work education and skills in educational program design, curriculum development, and the delineation and assessment of educational objectives. Due to considerable teaching experiences as teaching assistants as well as adjunct faculty, doctoral students typically leave the program with a teaching portfolio that can be used as a foundation for employment applications and interviews.

"My dissertation research will examine the utility of a drug attitude scale that assesses how youth and their parents feel about psychotropic medications and whether their attitudes link with medication adherence. I will also examine how adolescent attitudes toward medications might be influenced by family decision-making patterns."

—THIRD YEAR DOCTORAL STUDENT

DOCTORAL FACULTY AND AREAS OF INTEREST

KATHRYN BETTS ADAMS

Assistant Professor

Ph.D., University of Maryland

M.S.W., University of Michigan

B.A., Macalester College

Depression in older adults, theories of aging, persons with early-stage Alzheimer's disease and their caregivers, mental health treatment methods, intervention research

DAVID E. BIEGEL

Henry L. Zucker Professor of Social Work Practice and Co-Director, Center on Substance Abuse and Mental Illness

Ph.D., University of Maryland

M.S.W., University of Maryland

B.A., College of the City of New York

Mental health, co-occurring substance use and mental disorders, informal support systems, aging, caregiving

PRANAB CHATTERJEE

Grace Longwell Coyle Professor of Social Work

Ph.D., University of Chicago

M.A., University of Chicago

M.S.W., University of Tennessee

B.A., Viswa Bharati, India

Organizational behavior/small group behavior, comparative social welfare systems, technology transfer

MARK CHUPP

Visiting Assistant Professor

Ph.D., Case Western Reserve University

M.S.W., University of Michigan

B.A., Goshen College

Community organizing and building, appreciative inquiry across races and cultures, neighborhood development

CLAUDIA J. COULTON

Associate Dean for Research and Training,

Lillian F. Harris Professor of Urban Research and Social Change, and Co-Director, Center on Urban Poverty and Community Development

Ph.D., Case Western Reserve University

M.S.W., Ohio State University

B.A., Ohio Wesleyan University

Research and statistics, poverty, neighborhoods, urban affairs

DAVID CRAMPTON

Assistant Professor

Ph.D., University of Michigan

M.S.W., University of Michigan

M.P.P., University of Michigan

B.A., Oberlin College

Research/teaching in child welfare

SUSAN LAJOIE EAGAN

Mandel Center Professor and Executive Director,

Mandel Center for Nonprofit Organizations

Ph.D., Harvard University

M.P.P., Harvard University

B.A., University of Massachusetts

Nonprofit organizations management, nonprofit strategic planning, public policy

KATHLEEN J. FARKAS

Associate Professor

Ph.D., Case Western Reserve University

A.M., University of Chicago

B.A., Case Western Reserve University

Co-occurring substance abuse and mental health disorders, criminal justice, substance abuse treatment, women's issues



ROBERT L. FISCHER
Co-Director, Center on Urban Poverty
and Community Development
Research Associate Professor
Ph.D., Vanderbilt University
M.P.P., Vanderbilt University
A.B., Duke University

Evaluation of social/behavioral interventions,
nonprofit program research, policy in social welfare

JERRY E. FLOERSCH
Associate Professor
Ph.D., University of Chicago
M.S.W., University of Kansas
B.S.W., Washburn University

Adult severe mental illness, recovery, case
management, medication management, and
qualitative research methods

GROVER C. GILMORE
Dean and Professor
Ph.D., Johns Hopkins University
M.A., Johns Hopkins University
A.B., Brandeis University

Visual perception and aging, Alzheimer's disease,
intelligence

WALLACE J. GINGERICH
Professor
Ph.D., Washington University
M.S.W., Washington University
B.A., Goshen College

Practice evaluation, clinical social work practice,
family therapy, computer applications, assessing
educational outcomes

VICTOR K. GROZA
Grace F. Brody Professor in Parent-Child Studies
Ph.D., University of Oklahoma
M.S.W., University of Oklahoma
B.A., University of Tulsa

Child welfare, international child welfare,
international adoption, adoptions from the
public system, adoptive family

MERL C. HOKENSTAD, JR.
Ralph S. and Dorothy P. Schmitt Professor
Ph.D., Brandeis University
M.S.W., Columbia University
B.A., Augustana College (SD)

International social welfare, health and social
services policy and programs for older people,
social work education

DEBORAH REGENBOGEN JACOBSON
Assistant Professor and Director, Twelve-month
Advanced Standing Program
Ph.D., Tulane University
M.S.W., Louisiana State University
B.S., Illinois State University

Practice evaluation, social work methods, women's
health issues, family system theories, international
study-abroad programs

MARK L. JOSEPH
Assistant Professor
Ph.D., University of Chicago
M.A., University of Chicago
B.A., Harvard University

Urban poverty, community development, mixed-
income development, comprehensive community
initiatives

LENORE A. KOLA
Associate Professor and Co-Director, Ohio
Substance Abuse and Mental Illness and
Supported Employment Coordinating Centers
of Excellence at Case
Ph.D., Boston University
A.M., Boston University
A.B., Ohio University

Alcohol and other drug abuse, co-occurring
substance use and mental health disorders



"The program was great for me because it gave me the opportunity to immerse myself in a superb intellectual environment, with a rich array of resources which expanded my knowledge base, critical thinking, and scholarship. It is clear to me that the tools and relationships I gained through my experience in the MSASS Doctoral Program are essential to actualizing my commitments."

—NINA ARONOFF, Ph.D. MSASS 2002 ■ NOW AT WHELOCK COLLEGE

JEFFREY L. LONGHOFER

Associate Professor
Ph.D., University of Kansas
M.S.W., Smith College School for Social Work
M.A., University of Kansas
B.A., Washburn University

Adolescent and adult mental health, culture and emotion, qualitative methods of clinical research

GERALD MAHONEY

Verna Houck Motto Professor of Families and Communities and Director, Center on Interventions for Children and Families
Ph.D., Vanderbilt University
M.A., Xavier University
B.S., Xavier University

Early childhood mental health, early intervention, parent education, disabilities

OREN MEYERS

Research Assistant Professor
Ph.D., Fordham University
M.A., Fordman University
B.A., Yeshiva University

Pediatric mood disorders

DAVID B. MILLER

Associate Professor
Ph.D., University of Pittsburgh
M.P.H., University of Pittsburgh
M.S.W., University of South Carolina
B.S.W., University of North Carolina at Greensboro

African-American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, treatment of individuals exposed to violence

DOROTHY C. MILLER

Clinical Associate Professor and Director, Flora Stone Mather Center for Women
D.S.W., Columbia University
M.S., Columbia University
B.A., University of Pennsylvania

Women's economic well-being, equality, public policy

SHARON E. MILLIGAN

Associate Dean for Academic Affairs, Associate Professor and Associate Director, Education & Outreach, Center on Urban Poverty and Community Development
Ph.D., University of Pittsburgh
M.P.H., University of Pittsburgh
M.S., University of Louisville
M.S.W., University of Illinois
B.A., Spelman College

Evaluation of community-based initiatives, urban poverty, health and mental health service use among African-Americans

MICHELLE R. MUNSON

Assistant Professor
Ph.D., Washington University in St. Louis
M.S.W., University of Minnesota
B.A., University of Wisconsin

Adolescent and emerging adult mental health services, older foster care youth, supportive relationships

G. REGINA NIXON

Instructor
Ph.D., Howard University
M.A., Howard University
B.A., Case Western Reserve University

Poverty/high-risk populations, cultural diversity



MARK I. SINGER

Leonard W. Mayo Professor in Family and Child Welfare; Director, Dual Disorders Research Program and Co-Director, Center on Substance Abuse and Mental Illness
Ph.D., Case Western Reserve University
M.S.S.A., Case Western Reserve University
B.A., Baldwin-Wallace College

Adolescent mental health, adolescent substance abuse, youth-related violence

ALOEN L. TOWNSEND

Associate Professor
Ph.D., University of Michigan
M.A., University of Michigan
B.A., Occidental College

Adult development and aging, research methods and statistics, mental health, families and formal service systems

ELIZABETH M. TRACY

Professor and Chair, Doctoral Program
Ph.D., University of Washington
M.S.W., University of Washington
B.A., Radcliffe College

Co-occurring substance use and mental health disorders, social networks and social support, school social work

KATHLEEN WELLS

Professor
Ph.D., University of Colorado
M.A., University of Colorado
B.A., Lindenwood College

Research methods, child mental health, child welfare



For more information about the faculty,
please see: <http://msass.case.edu/doctorate>

“The commitment of the faculty and staff to teach during the summer and the appreciation of the faculty for the experience and expertise of the students made for a supportive and engaging learning experience. MSASS has a well-constructed doctoral program. Every course and all assignments build on each other, until you have the skills and knowledge necessary to successfully complete your dissertation and launch your research and academic career. My only regret was that I finished my degree so soon. I still miss going to MSASS in the summer.”

—FRAN DANIS, Ph.D. MSASS 2000 ■ NOW AT THE UNIVERSITY OF MISSOURI SCHOOL OF SOCIAL WORK

RESEARCH AT MSASS

Faculty and staff conduct cutting edge research related to social work practice, social problems and social policy, including interdisciplinary research and collaborative projects with the community. Students are involved in all aspects of the research process and there is an emphasis on application of research findings to the pressing challenges in the field.

Faculty conduct their research both independently as faculty research projects or through several MSASS Research Centers.



“When I reflect upon my experiences at MSASS, I have three distinct memories: the challenge of the content; the relationships I forged with other students, faculty and staff; and the look of approval and respect I received when I told others in my profession that I was attending Case. The teaching was top drawer, the support I received was immeasurable and the pride I feel at having graduated from MSASS is irreplaceable.”

—VIRGINIA RONDERO, Ph.D. MSASS 2002 ■ NOW AT CALIFORNIA STATE UNIVERSITY AT FRESNO

THE CENTER ON INTERVENTIONS FOR CHILDREN AND FAMILIES

The Center on Interventions for Children and Families (CICF) is a research and training center that is focused on developing and disseminating evidence-based interdisciplinary treatment models that promote the developmental and social/emotional well-being of young children by enhancing family and social-environmental supports. These include interventions designed to improve parenting/caregiving skills, promote the stability of families, and enhance the social and community supports of families.

CENTER ON SUBSTANCE ABUSE AND MENTAL ILLNESS

The Center on Substance Abuse and Mental Illness provides education, research, training and consultation in the fields of substance abuse and mental health, with particular emphasis on the co-existence of substance and mental disorders. The Center is comprised of three educational, training, and research initiatives that focus on co-occurring substance and mental disorders: 1) The Ohio Substance Abuse and Mental Illness Coordinating Center of Excellence (SAMI-CCOE) supported by the Ohio Department of Mental Health (ODMH), the Ohio Department of Alcohol and Drug Addiction Services (ODADAS), and the Bruening and Woodruff Foundations; 2) A 5-year Social Work Research Development Program grant from the National Institute on Drug Abuse in the area of co-existing drug and mental health disorders (NIDA Dual Disorders Program); and, 3) The Dual Diagnosis Clinical Residency Training Program for Social Work Students funded by the Ohio Department of Mental Health.



CENTER ON URBAN POVERTY AND COMMUNITY DEVELOPMENT

The focus of the Center is on community-based approaches to addressing the problems of persistent and concentrated urban poverty. Based in Cleveland, the Center views the city as both a tool for building communities and producing change locally, and as a representative urban center from which nationally relevant research and policy implications can be drawn. The Center works closely with policymakers and advocacy organizations to bring its research into the public-policy discussion. The Center works with organizations at all levels to raise community capacity, improve service delivery and analyze community needs and assets. The Center maintains a publicly available, Web-based data system (NEO CANDO) to bring neighborhood information such as census figures, crime statistics, property information and other demographic details to the people of Northeast Ohio.

THE DR. SEMI J. AND RUTH W. BEGUN CENTER FOR VIOLENCE PREVENTION RESEARCH AND EDUCATION

The Begun Center is a comprehensive, multidisciplinary collaboration focused on violence prevention research, development of community-based violence prevention programs, program evaluation, and violence prevention education in the form of conferences, workshops, lectures, and publications. The Begun Center offers services, such as training and technical assistance on strategic planning and management indicators, which improve community-based violence intervention and prevention initiatives.

THE MANDEL CENTER FOR NONPROFIT ORGANIZATION

This interdisciplinary Center was established in 1984 as one of the first university-based programs in the county focused on the education of nonprofit leaders and managers. The Center offers a master's degree in NonProfit Organizations (MNO), a Certificate in Nonprofit Management (CNM) and conducts research on the nonprofit sector.

ABOUT CASE

Although its origins date to 1826, the University in its present form is the result of the 1967 federation of Case Institute of Technology and Western Reserve University. The two institutions had shared adjacent campuses since the late nineteenth century, and were involved in cooperative efforts for many years. Today, Case Western Reserve University's enrollment and resources, distributed among undergraduate, graduate, and professional programs that encompass the arts and sciences, dental medicine, engineering, law, management, medicine, nursing, and social work, achieve a balance that is distinctive among American universities.

"The professors were some of the most brilliant yet accessible people I have ever met. They motivated me to achieve more than I thought I was capable of. It is a very challenging experience, but truly one of the more exciting and rewarding periods of my life."

—PAMELA MAIMER, Ph.D. MSASS 2003 ■ NOW AT THE DEPARTMENT OF EDUCATION

ABOUT CLEVELAND



UNIVERSITY CIRCLE

Case Western Reserve University is located in University Circle, a 550-acre, park-like concentration of nearly 50 cultural, medical, educational, religious, and social service institutions located at the eastern edge of the city. The area takes its name from the turn-around for the trolley that in the late 18th century linked the campus area with Cleveland's downtown.

In addition to the University, which is the largest institution in University Circle, the community includes Severance Hall, home of the world-famous Cleveland Orchestra; Cleveland Museum of Art, housing one of the nation's finest collections; Cleveland Institute of Music; Cleveland Institute of Art; University Hospitals of Cleveland; the Western Reserve Historical Society; Cleveland Botanical Garden; Cleveland Museum of Natural History; and many others. All are within walking distance of the University.



CLEVELAND

From a settlement that began more than two centuries ago on the banks of the Cuyahoga River, greater Cleveland has grown into a metropolis of more than 2 million people. The heritage of this Great Lakes port includes industrial achievement as well as cultural and scientific advances. The Cleveland area is headquarters for many of the nation's major corporations. The city is also a major banking center; the Fourth District Federal Reserve Bank, one of 12 in the nation, is located here.

Health care is another thriving Cleveland industry. Dozens of hospitals and medical centers are concentrated in the area. University Hospitals of Cleveland, Cleveland Clinic, MetroHealth Medical Center, and others are internationally recognized for outstanding patient care and contributions to medical research.



HOW TO REACH US

To find out more about the a Doctor of Philosophy in Social Welfare from the Mandel School of Applied Social Sciences, please call, write, or visit our Web site, <http://msass.case.edu/doctorate>.

Doctoral Program
Mandel School of Applied Social Science
Case Western Reserve University
10900 Euclid Ave.
Cleveland, OH 44106-7164

Phone: (216) 368-2284 or (800) 944-2290 Fax: (216) 368-5197

E-mail: swphd@case.edu

DOCTORAL COURSE DESCRIPTIONS



SASS 608—PHILOSOPHY OF SCIENCE AND THEORY BUILDING (3 CREDITS, REQUIRED)

This is a required foundation course. The nature of theory is examined. Inductive and deductive methods for knowledge building are reviewed. Course content draws from philosophy of science as well as empirical and phenomenological research.

SASS 609—THEORIES OF SOCIAL WELFARE AND SOCIAL JUSTICE (3 CREDITS, REQUIRED)

This is a foundation course required for all students. Theories of social welfare and social justice are examined. Course content draws from moral philosophy, economics, political science, cultural anthropology, sociology, history, psychology, and social welfare theory and provides students with a broad orientation to the field of theoretical social welfare.

SASS 610—THEORIES OF HUMAN BEHAVIOR: MACRO AND MICRO-DIMENSIONS (3 CREDITS, REQUIRED)

This course deals with labeling, socialization, ecological, structural-functional, and conflict theories as macro-level theories. The course ends with a review of cultural, social reproduction, and postmodern orientations.

SASS 613—ADVANCED RESEARCH DESIGN (3 CREDITS, REQUIRED)

This foundation course in research methods is required of all students. It is a pre-requisite to the quantitative and qualitative courses. Topics covered include operationalization of variables, threats to validity, and experimental, quasi-experimental and non-experimental research designs.

SASS 614—MODELS OF QUALITATIVE RESEARCH (3 CREDITS, REQUIRED)

This course introduces the social scientific paradigms for qualitative research and then explores varying qualitative research models and standards for evaluation. Political and ethical issues raised by qualitative research also are considered. Prerequisites: SASS 608 and SASS 613. SASS 618 recommended.

SASS 615—SOCIAL STATISTICS AND DATA ANALYSIS (3 CREDITS, REQUIRED)

This foundation course (or its equivalent) is required of all students. Content includes descriptive and inferential statistics for univariate and bivariate analyses, and the use of electronic data processing technology to manage and analyze data.

SASS 616—APPLIED REGRESSION AND THE GENERAL LINEAR MODEL (3 CREDITS, REQUIRED)

This course builds on SASS 615, and either it or its equivalent is required of all students. Content focuses on using ordinary least square regression, logistic regression and other multivariate methods. Prerequisite: SASS 615 or consent of instructor.

SASS 617—SPECIALIZATION SEMINAR (3 CREDITS)

This course focuses on problem definitions and research issues related to developing the dissertation prospectus. Students apply their knowledge of theory and research design to craft a proposal. Prerequisite: SASS 614 or SASS 618.

SASS 618—MEASUREMENT ISSUES IN QUANTITATIVE RESEARCH (3 CREDITS, REQUIRED)

This course covers the operationalization of social science concepts and development of quantitative methods for their measurement. Issues covered include index and scale construction, validity, reliability, questionnaire design, factor analysis, measurement error, and missing data. Prerequisites: SASS 613 and SASS 615. SASS 616 recommended.

SASS 620—THEORY AND RESEARCH-BASED KNOWLEDGE FOR SOCIAL WORK PRACTICE (3 CREDITS)

This course provides a critical overview of the major theories and the body of research informing contemporary social work practice. Theories will include the foundational, such as psychodynamic, ego-psychological, ecological and systems, along with trans-theoretical and post-modern theories. The course will integrate a discussion of the history of scientific inquiry in social work, particularly focusing on practice or intervention studies, systematic reviews and meta-analyses. Criteria for evaluating individual studies and the evidence base in specific practice areas will be included, along with material on the current state of Evidence-Based Practice. Prerequisite: SASS 610.

SASS 630—SEMINAR IN SOCIAL WORK EDUCATION (3 CREDITS)

The purpose of this course is to prepare students for careers in academe. The structure and content of American higher education is examined. Emphasis is placed on curriculum design and course development. This course is also designed to help students develop a strategic approach to teaching based on learning theory.

SASS 632—RESEARCH PROJECT (3 CREDITS)

This course provides students with the opportunity to work with specific faculty engaged in research studies either on an individual or group basis.

SASS 635—METHODOLOGICAL ISSUES IN QUALITATIVE RESEARCH (3 CREDITS)

This course builds on SAS 614, Models of Qualitative Research. It focuses on the application of specific qualitative data-collection methods, data-analytic approaches, and strategies for representing findings from qualitative investigations. Prerequisite: SASS 614.

SASS 637—INDEPENDENT STUDY

This is an individual reading course permitting students to select areas of interest and pursue these interests with specific faculty.

SASS 642—TEACHING PRACTICUM (1 – 6 CREDITS)

Students interested in experiential learning within social work education can arrange a teaching assistantship within the M.S.S.A. curriculum.

SASS 621—SOCIAL WELFARE POLICY ANALYSIS (3 CREDITS)

This course focuses on the critical review and application of policy analysis frameworks related to social welfare policy. The conceptual, historical, ideological, and political foundations contributing to the development, formulation, implementation, and monitoring and evaluation of social welfare policies will be critiqued. Social welfare policies intended to ameliorate social ills (e.g., property, education, housing) will be analyzed using policy analysis frameworks in a critical and comparative fashion. Policy alternatives to respond to current and future social problems will be critically discussed for feasibility, viability and economic effects. Prerequisite: SASS 610.





CASE

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE UNIVERSITY

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